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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

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TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



LaGrange Elementary School

John Finch, Principal
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La Grange, KY 40031
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School Enrollment: 713

Our School Council

Parminder Head	Kevin Woosley
April Smith	Sandy Gavin
Catherine Cotton	John Finch

Dear Parents/Guardians: Here is our school’s report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: La Grange Elementary is a community school serving a diverse population offering unique programming to meet the individual learner interests, needs and abilities through the combined efforts of faculty, staff and parents. In 2003, La Grange was granted a class-size reduction pilot project to study the benefits of student-teacher ratio of 15:1 beginning at the Kindergarten level. In partnership with the University of Louisville, La Grange is a Professional Development School serving as a pre-service teacher-training site for Masters of Art in Teacher students. La Grange offers a school-wide Title I program, Primary Talent Pool, Gifted & Talented, Arts & Humanities, Student Technology Leadership Program, after-school enrichment/daycare, Reading Club and several extracurricular activities and groups. Complete and timely information may be found at www.lagrangeelementary.com or by requesting a copy of our school brochure from the school office.

How Our School Ensures Educational Equity: All students receive instruction according to individual interests, needs and abilities. This includes the differentiation of instruction to meet the needs of diverse learners. Students are ensured educational equity through various supports that include: Gifted, Exceptional Child services, Title I, gender-specific supports and instruction reflective of Howard Gardner’s multiple intelligences theory. Members of our school community experience equity as evidenced by high expectations for all which are reflected in on-going Standard Based Units of Study (SBUS), lesson plans and student products. Instruction is conducted in a safe and orderly environment that promotes mutual respect through a school-wide, positive, proactive discipline program (CHAMPS) and attention to fewer classroom disruptions. A clean building is monitored monthly through building inspections.

Other Important Information About Our School

State Contest Results: State, district PTA Reflections contest winner, Duke University Talent Search participants

Extracurricular Activities: Academic, Quick Recall & Future Problem Solving Teams, Chess, Corps of Champions, Safety Patrols, Intramural Girls & Boys Basketball, Mad Science, Primary Enrichment Program, WLGN News Crew, Orff/Chorus, Reading Club, STAR Club, Student Ambassadors, Student Technology Leadership Program and Young Rembrandts, Battle of the Books

Awards & Recognitions: Welcoming School Award; Renaissance Learning Model Library & Classroom Awards; 2-WHAS Excel Award Winners; KY Arts Council Grant; WAVE3 Teacher/Week Recognition; Stella A. Edwards Spec Ed Teacher/Year District Winner; Pyramid Awards; Toshiba America Foundation Math/Science Grant; Walmart & Dollar General Store Grant; Metro United Way Grant; Community Collaboration for Children Grant; WHAS-TV Crusade for Children Grant; KY Rdg & Lou Wrtg Projects; NCBT recipients

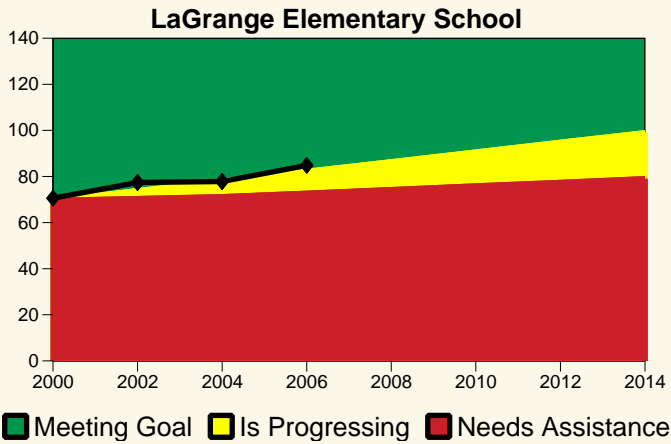
What We are Doing to Improve: La Grange offers ESS & Reading Club. An instructional coord & literacy coach support a total literacy focus. Reading & Math progress is monitored monthly using evaluation software. Student-Teacher Assist & Exceptional Child teams support students requiring diverse strategies implementing Individual Education Programs (IEPs) for students with identified needs. Individual Learning Plans are implemented for Gifted/Talented. Our English proficiency supported via ELL program

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	94	89.53	96	87.79	117	80.37	97	86.24
White	79	90	82	89.96	94	84.78	80	85.75
African American	5	NA	6	NA	9	NA	6	NA
Asian	NA	NA	NA	NA	1	NA	NA	NA
Hispanic	6	NA	7	NA	8	NA	9	NA
Free/Red. Lunch	39	88.35	46	82.94	42	70.58	44	77.32
Non-Free/Red. Lunch	55	90.35	50	92.24	75	85.85	53	93.66
Limited English	7	NA	3	NA	8	NA	6	NA
Non-Limited English	87	88.93	91	87.91	109	82.2	90	85.84
Disability	17	80.35	17	64.88	32	61.19	8	NA
No Disability	77	91.56	79	92.71	85	87.61	89	89.24
Male	48	81.87	47	86.88	63	75.49	49	83.3
Female	46	97.52	49	88.65	54	86.1	48	89.25
Students Excluded	1	NA	NA	NA	2	NA	1	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	69.6		70.6
2002	73.8	69.6	77.4
2004	78.0	71.2	77.8
2006	82.2	72.7	84.8
2008	86.4	74.3	
2010	90.6	75.9	
2012	94.8	77.4	
2014	99.0	79.0	
Standard Error: 1			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	6%	10%	21%	11%	4%	5%	21%	22%	10%
	District	4%	5%	10%	6%	2%	5%	8%	11%	5%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	24%	17%	26%	27%	41%	35%	20%	63%	28%
	District	12%	11%	19%	14%	21%	38%	14%	48%	16%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient\ Distinguished	School	69%	73%	53%	62%	55%	60%	60%	15%	62%
	District	83%	84%	72%	80%	76%	58%	78%	41%	78%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School	89.5	87.8	80.4	86.2	89.6	82	81.4	57.2	84.8
	District	99.1	98.8	96.5	104.2	103.3	82.6	100.8	77.2	100.1
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	58%	52%	65%
District	66%	62%	72%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	96.1%	0.9%
District	96.1%	0.9%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: The School Climate Committee reviews and updates a Safe Schools Plan annually. The 12-page working document outlines strategies to improve learning and order method of plan implementation, and projected competition timelines. There is on-going staff training in all areas of school safety and discipline from district and school policies/procedures and individual responsibilities to legal issues and emergency management protocol. All expectations are communicated to students, staff, parents and the community. Scheduled drills are implemented, monitored and follow-up feedback is given to students and staff to ensure the safety of all members of our learning community.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5759	16:1	3.1:1	16%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: The use of technology touches all areas of the curriculum on a daily basis developing communication skills in the primary grades and electronic field trips and research at the intermediate level. State of the art hardware and software provide another means for creative student produced work. Technology as a teaching tool, enhances student learning through multimedia presentations, monitors monthly literacy and math progress, provides immediate and current information and expands student awareness of the world beyond their local community.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	100	112	2	2500

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	2%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	8.3	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	28.6%	55.1%	16.3%	0%	0%	100%